



A NATIONAL EDUCATIONAL MODEL BASED ON KAIZEN PRINCIPLES IN PRESCHOOL EDUCATION: EVIDENCE FROM JAPANESE PEDAGOGICAL EXPERIENCE

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Abstract. This article examines the content and effectiveness of a national educational model developed on the basis of Japanese preschool pedagogical principles such as Kaizen, O-soji, Omoiyari, and Mimamoru. The study was conducted through an experimental approach at Preschool Educational Institution No. 22 in the Quyir Chirchiq district of the Tashkent region. The experimental group consisted of 30 children from one senior group, while preparatory groups were selected as the control group. The program aimed to develop independence, self-care skills, empathy, care, and teamwork competencies in preschool children through daily activities and outdoor practical sessions. The results of the experiment demonstrated a significant improvement in social behavior and responsibility among children in the experimental group.

Key words: preschool education, Kaizen, national education model, independence, care, Japanese experience.

Introduction. Today, the preschool education system is recognized as one of the strategic factors in the development of society. Especially during childhood, the issue of forming independence, responsibility, diligence, and social activity of the individual has been raised to the level of state policy. President of the Republic of Uzbekistan Shavkat Mirziyoyev, paying special attention to preschool education, has repeatedly emphasized that early childhood education is the foundation of future development. In particular, in his speeches, the head of state noted that "preschool education is the most important stage in the development of human capital," emphasizing the need to form independent thinking, self-confidence, and life skills in children.

In recent years, based on the initiatives of our esteemed President, a fundamental reform of the preschool education system and the organization of the educational process based on modern and advanced foreign experience have been identified as priority tasks. The idea put forward by the head of state that "upbringing is the core of upbringing" requires educating a child not only with knowledge, but also in the spirit of love for work, being useful to society, caring for others, as well as forming primary skills of positive attitude and love for the profession. These aspects are manifested in preschool children as basic competencies that should be gradually developed through everyday activities, play, elements of labor, and social

relations. These requirements and tasks are common to the principles of Kaizen, o-soji, omoi-yari, and mimamoru, which are widely used in the Japanese preschool education system. In Japanese pedagogical experience, children are prepared for life from an early age through self-care, teamwork, maintaining cleanliness and order, and caring for others. In particular, the philosophy of Kaizen - that is, the principle of small but continuous improvement every day - serves to form a culture of responsibility and self-improvement in children.

From this point of view, this article highlights the process of harmonizing Japanese pedagogical experience with the national Uzbek educational model based on the "Independence, Care, and Kaizen World" program implemented in the State Preschool Educational Organization No. 22 of the Kuyichirchik district of the Tashkent region. The program is developed in accordance with the priority directions for the development of preschool education, defined by the President of the Republic of Uzbekistan, and is aimed at forming the concept of "I can" in children. In the experimental process, the formation of such qualities as independence, diligence, and social responsibility was observed through the daily activities of children - cleaning during walks, organizing things, caring for plants, collective work, and duty work. This approach manifests itself as a practical expression of the ideas put forward by the head of state on the upbringing of a harmoniously developed generation.

Materials and methods This study was conducted to determine the effectiveness of the national educational model aimed at forming independence, care, and Kaizen competencies in preschool children. The research was based on the methods of pedagogical experiment, observation, comparative analysis, diagnostic assessment, and statistical processing. Experimental work was carried out in the state preschool educational organization No. 22 of the Kuyichirchik district of the Tashkent region during the 2024-2025 academic year. A total of 90 pupils participated in the study:

In the experimental group, there were 30 pupils of the 1st senior group aged 5-6 years. The control group consisted of 60 pupils aged 6-7 years of preparatory groups 1 and 2. When selecting groups, the similarity of the children's age, level of development, and educational conditions was taken into account. Systematic work was carried out with the experimental group based on the program "Independence, Care, and the World of Kaizen," while the traditional educational process continued in the control group.

The experimental work was organized in three stages. At the diagnostic (introductory) stage, the initial level of development of children in the experimental and control groups was determined. The assessment was carried out according to the following 5 criteria:

1. level of self-service;
2. habits of cleanliness and order;
3. states of empathy and care;
4. attitude towards teamwork and duty;
5. interest in labor activity.

- The results of the initial diagnostics showed that in the experimental group, 27% of children had sufficiently developed independence skills, 43% - moderately developed, and 30% - poorly developed. In the control group, these indicators were 29%, 41%, and 30%, respectively. This indicates that there was no significant difference between the groups at the beginning of the experiment.

- Stage 2. At the practical (experimental) stage, a national educational model based on the pedagogical experience of Japan was implemented in the experimental group. The program was implemented 2-3 times a week in the form of 30-45 minute activities during walks in the first and second half of the day. Practical activities included:



- Organizing items based on 5C - maintaining personal hygiene, cleanliness, and forming discipline



- cleaning the group and territory through o-soji - developing diligence and a responsible attitude towards public places.



- Duty and collective work - strengthening the skills of teamwork,

- task sharing, and responsibility.

- Caring for plants is the formation of love for nature, patience, and ecological culture.
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- Suggesting small improvements through the Kaizen board - developing initiative and the ability to find solutions to simple problems.



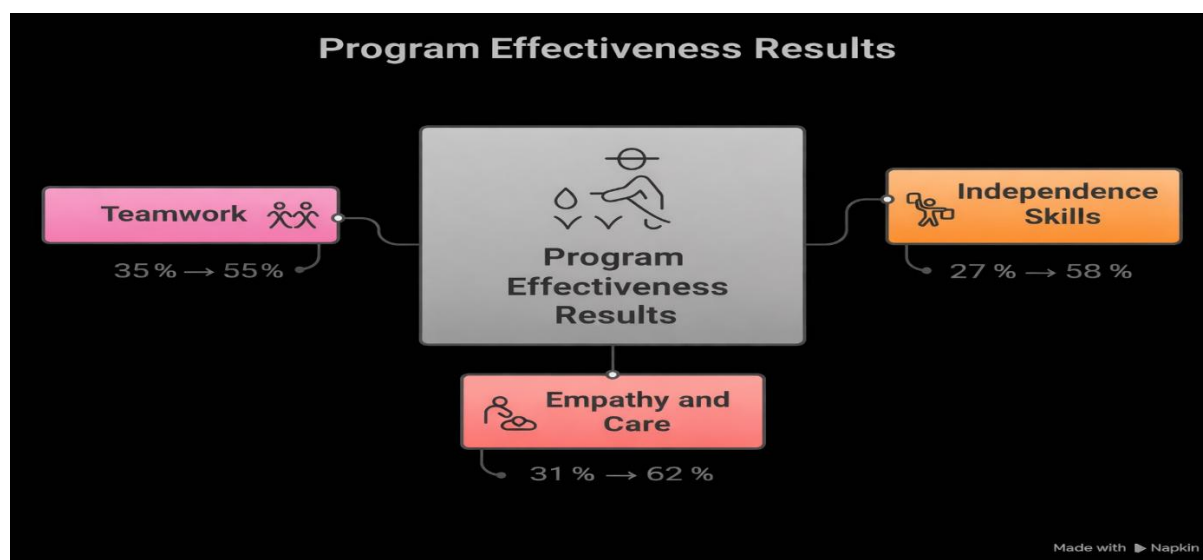
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- Career-oriented role-playing games - forming the primary foundations of interest in professions and love for work.
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- During the process, the active participation of children was monitored by the teacher based on the mimamoru principle and directed when necessary.
- Stage 3. Final (control) stage.
- At the final stage, the program's effectiveness was assessed through re-diagnostics. The results were as follows. In the experimental group, the proportion of children with a high level of independence skills was 27% → 58%, indicators of empathy and care 31% → 62%, a positive attitude towards teamwork and duty was 35% → 55%. In the control group, it was observed that these indicators were limited by an average increase of 10-15%. Comparative-statistical analysis of the obtained results showed that the indicators of the experimental group were $K_s = 2.28$ times higher than the indicators of the control group. This confirms the pedagogical expediency and practical effectiveness of the developed model.

Results. The conducted experimental work made it possible to assess the influence of the national model of upbringing, developed on the basis of the pedagogical experience of Japan, on the development of preschool children. The results showed significant differences between the experimental and control groups. According to the results of the final diagnostics, the proportion of children in the experimental group with a high level of independence skills increased from 27% to 58%. This indicator means that children's abilities to self-care, organize personal belongings, and independently perform duty tasks have significantly developed. In the control group, the increase in this indicator was limited to 10-15%, which is mainly explained by natural age development. The results of assessing the competencies of empathy and care also showed that they were in favor of the experimental group. At the initial stage, the indicators of empathy and care were 31%, and at the final stage, this indicator reached 62%. This confirms the increase in children's tendency to help friends, show kindness to team members, and feel responsibility for the common cause. In the control group, empathy indicators were limited by

an average increase of about 12%. A positive attitude towards teamwork and duty activities also demonstrated stable growth dynamics in the experimental group. This indicator, which was initially 35%, reached 55% by the end of the experiment. This situation shows the effectiveness of activities based on the principles of Kaizen, o-soji, and 5S in the formation of collective responsibility and cooperation skills in children. In the control group, this indicator remained at 10-15%.

The results of statistical analysis showed that the average growth rate in the experimental group was 27.3%, and in the control group - 12%. The calculated relative effectiveness coefficient ($K_s = 2.28$) confirms that the pedagogical process organized in the experimental group has 2.2 times higher effectiveness compared to the control group. The obtained results showed that the integration of Japanese pedagogical experience (Kaizen, omoiari, o-soji, mimamoru) into the national educational model provides high pedagogical effectiveness in the formation of vital competencies in preschool children. In particular, the combination of activities with everyday life and walking time served to stabilize the acquired skills in children. In the research process, the criteria were determined based on a point assessment. Each indicator was assessed on a scale from 1 to 3 points. The scores were then converted into percentages, and a comparative analysis of the results of the experimental and control groups was conducted. This approach made it possible to objectively assess the dynamics of children's development. Thus, the results of the experiment confirm the scientific validity, practical significance, and possibility of widespread implementation of the developed model in the conditions of preschool educational organizations.

Discussion. The results of the conducted research showed that the national upbringing model, developed on the basis of Japanese pedagogical experience, has high pedagogical effectiveness in the formation of independence, care, and Kaizen competencies in preschool children. Experimental work was carried out in the conditions of the state preschool educational



organization No. 22 of the Kuyichirchik district of the Tashkent region, and the program was successfully integrated into the practice of preschool education. According to the results of re-diagnostics, the proportion of children in the experimental group with a high level of independence skills increased from 27% to 58%, indicators of empathy and care increased from

31% to 62%, and a positive attitude to teamwork and duty activities increased from 35% to 55%. In the control group, these indicators were limited to an increase of only 10-15%. The coefficient of relative effectiveness ($K_s = 2.28$) calculated on the basis of statistical analysis confirms a significant advantage of the pedagogical process organized in the experimental group compared to the control group. The results of the study showed that the combination of the principles of kaizen, omoiyari, o-soji, and mimamoru with national values serves the stable formation of a sense of responsibility, collectivism, diligence, and care for others in children. In particular, the integration of activities into everyday life and walking time had a positive impact on the consolidation of acquired skills. Thus, the national educational model developed in this study is evaluated as a pedagogical mechanism that is practically effective, scientifically based, and recommended for implementation in the conditions of preschool educational organizations. The research results serve as an important methodological basis for scientific and practical work aimed at improving the preschool education system, integrating advanced foreign experience based on the national model, and educating a harmoniously developed generation.

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